R E P O R T R E S U M E S

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OUTLINE OF VOCATIONAL TRAINING IN THE PHILIPPINES.

AUSTRALIAN DEPT. OF LABOUR AND NAT. SERVICE, PERTH

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THE PHILIPPINES HAVE A POPULATION OF 32 MILLION OF WHICH 60 PERCENT ARE ENGAGED IN AGRICULTURE. RECENT ECONOMIC DEVELOPMENT HAS INVOLVED INCREASING STABILITY TO PROVIDE A BASIS FOR GROWTH. THE EDUCATION SYSTEM IS BASED ON A 6-YEAR ELEMENTARY AND A 4-YEAR SECONDARY SCHOOL COURSE. SECONDARY EDUCATION IS PROVIDED AT EITHER A GENERAL SCHOOL OR A VOCATIONAL AND TRADE SCHOOL. THERE ARE 14 STATE ART, TRADE, AND TEACHER-TRAINING COLLEGES AND UNIVERSITIES IN ADDITION TO 25 PRIVATE UNIVERSITIES AND 434 PRIVATE COLLEGES WHICH OFFER TEACHER TRAINING, BUSINESS ADMINISTRATION, ENGINEERING, NURSING, PHARMACY, AGRICULTURE, CHEMISTRY, DENTISTRY, AND OPTOMETRY. TRADE COURSES ARE OPERATED BY THE DEPARTMENT OF EDUCATION IN CONJUNCTION WITH APPRENTICESHIP TRAINING, BUT THERE ARE ALSO NATIONAL ARTS, TRADES, FISHERY AND AGRICULTURAL SCHOOLS WHICH ENROLL STUDENTS AT THE SECONDARY AND POST-SECONDARY LEVELS. FORMAL COURSES FOR SEMISKILLED WORKERS ARE OFFERED IN NATIONAL SCHOOLS OF ARTS AND TRADES AND IN STATE COLLEGES. NO ORGANIZED TECHNICAL TEACHER TRAINING IS AVAILABLE. APPRENTICESHIP TRAINING IS A JOINT INDUSTRY-GOVERNMENT UNDERTAKING UNDER NATIONAL LAW, AND MOST CURRENT PROGRAMS ARE IN THE TEXTILE, SERVICE, MACHINE, AND PRINTING TRADES. NO TRADE IS CONSIDERED APPRENTICEABLE IF IT REQUIRES FEWER THAN 2,000 ON-THE-JOB HOURS. IN-INDUSTRY TRAINING FOR SUPERVISORS IS THE ONLY ORGANIZED IN-PLANT TRAINING BESIDES APPRENTICE TRAINING. THE BUREAU OF VOCATIONAL EDUCATION PROVIDES SHORT ADULT OPPORTUNITY COURSES IN TRADES SUCH AS AUTO MECHANICS, REFRIGERATION, FOUNDRY, CARPENTRY, PRINTING, ELECTRONICS, AND ELECTRICITY. (JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Outline

of

Vocational Training

in

THE PHILIPPINES

PREPARED BY THE DEPARTMENT OF LABOUR AND NATIONAL SERVICE
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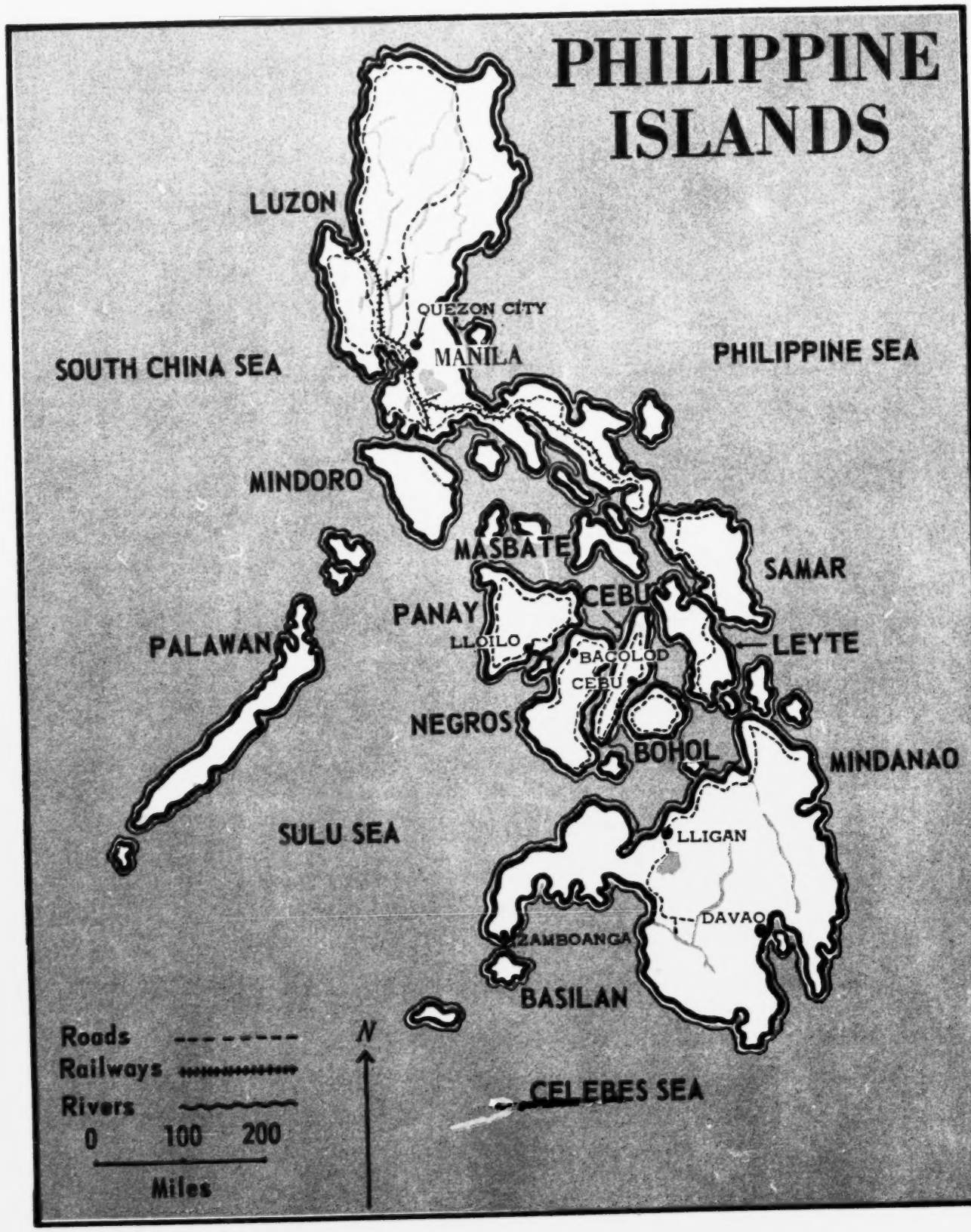
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LUZON
QUEZON CITY
MANILA
SOUTH CHINA SEA
PHILIPPINE SEA
MINDORO
MASBATE
SAMAR
CEBU
PANAY
LLOILO
BACOLOD
CEBU
LEYTE
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1. Introduction

Area, Population

The islands of the Philippines comprise a total land area of 114,830 square miles. The population is now estimated to exceed 32,000,000. With a birth rate of 26 per thousand, the creation of employment opportunities for the rapidly increasing population is presenting a serious problem.

Primary Industry

The fertile soil and tropical climate of the islands are well adapted to agriculture and nearly 60 per cent of the work-force is employed in this sector. Rice is grown extensively, and is the principal staple food of the islanders. The production of corn, fruit, nuts, root crops, vegetables, coffee, cacao and peanuts is of domestic importance although there is virtually no surplus for export. The main agricultural exports are sugar, coconut products such as copra, coconut oil, dessicated coconut and copra cake. Timber is also exported in substantial quantities.

The Government is actively encouraging the development of agriculture and under the Rice and Corn Programme, farmers receive expert advice and are provided with fertilisers and selected seed at reduced prices.

The livestock (cattle and buffalo) raising and fishing industries employ respectively the second and third largest number of persons. Fish ranks second only to rice in the Filipino diet, and strong efforts are being made to further develop this industry on a scientific basis.

Commercial forests cover just over a third of the total area of the Philippines and in addition to buildinglumber and hardwoods, forest products include dyewoods, rattan, tanbarks and bamboo.

Minerals found in the Philippines include gold, silver, iron, copper, chrome, manganese and lead, but the value of mineral production has decreased since World War II.

Secondary Industry

Cottage industry, including embroidery, weaving and pottery is still widespread, but manufacturing, fostered by two Government development schemes, has increased rapidly since the war years. The first of these schemes involved protective legislation by which new industries were exempted from taxation for four years. In this way oil refining, chemicals, textiles, aluminium, medical supplies, radios, plastics, rubber and many other industries were established. The second scheme involved the re-organization of the National Development Company to engage in enterprises in the interests of systematic resource development. To do this the Company established subsidiaries which either participated directly or indirectly in the development of food products, home building, railways, hydro-electricity, steel, ship-yards and paper-mills.

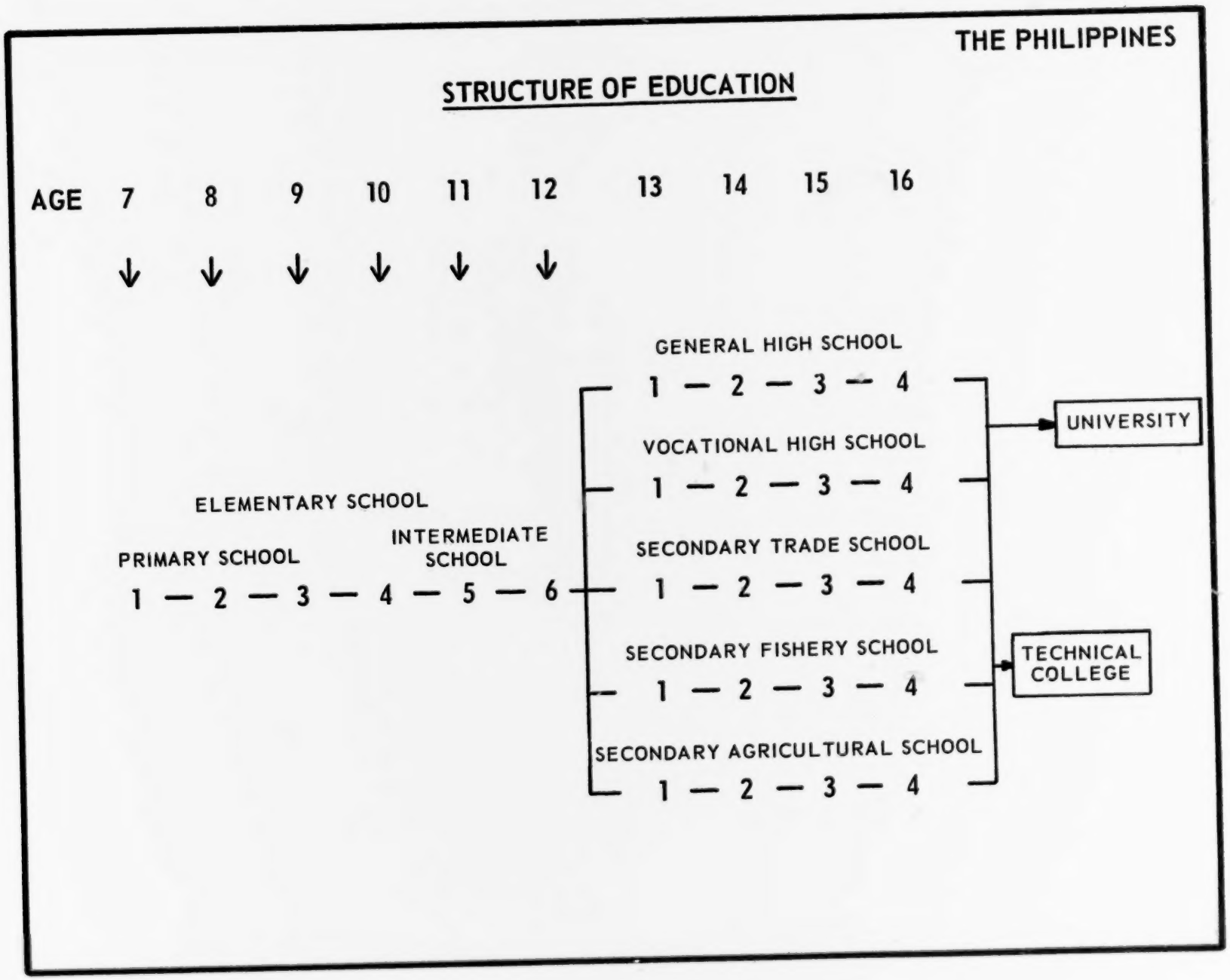
General Economic Development

In July, 1962, the Philippines launched its first five-year development plan with the broad objectives of increasing economic stability and providing a basis for future ,growth. In support of these objectives restrictions on foreign exchange transactions were lifted and the structure of tariffs and taxes was modified. As a result, exchange rates established, overseas funds were built up, and domestic credits were released to expand agriculture, transport, communications, commerce, industry and resource development. No doubt as a direct consequence of these measures, national production has maintained a strong upward trend accompanied by increases in wages and employment opportunities.

Although the education system has developed rapidly, there is still a great need for technical personnel, particularly in food production, general manufacturing, electronics and chemicals.

THE PHILIPPINES

STRUCTURE OF EDUCATION


AGE 7 8 9 10 11 12 13 14 15 16
ELEMENTARY SCHOOL
PRIMARY SCHOOL
1 — 2 — 3 — 4
INTERMEDIATE SCHOOL
5 — 6
GENERAL HIGH SCHOOL
1 — 2 — 3 — 4
VOCATIONAL HIGH SCHOOL
1 — 2 — 3 — 4
SECONDARY TRADE SCHOOL
1 — 2 — 3 — 4
SECONDARY FISHERY SCHOOL
1 — 2 — 3 — 4
SECONDARY AGRICULTURAL SCHOOL
1 — 2 — 3 — 4
UNIVERSITY
TECHNICAL COLLEGE

2. General Education

The education system of the Philippines is based on a six years' elementary course followed by a four years' secondary school course. Children normally commence school at the age of seven years and spend their first four years at a primary school. After spending a further two years at a middle school (which completes the six years of elementary school) pupils pass on to either a secondary general school or to one of several types of secondary vocational and trade schools. Success at any of these secondary schools may then lead to a specialised tertiary course at either a university or a technical college.

In 1960-1961 there were approximately 4,800,000 pupils attending school. Approximately 86 per cent of these were attending elementary school and 12 per cent were at secondary general school. The remaining two per cent were enrolled at the secondary vocational and trade schools.

The Government's policy is that elementary education shall be free and compulsory from the age of seven years until completion. The policy is being increasingly implemented with the continuing construction of new schools. Indeed, the stage has now been reached at which over two-thirds of the children of elementary school age are enrolled.

There is a dual system of Government and private schools. The Constitution, however, provides that all educational institutions shall be "under the supervision of and subject to regulation by the State". The responsibility is discharged by the Department of Education which delegates its functions to the Bureau of Public Schools, Bureau of Vocational Education, and Bureau of Private Schools. The bureaux of Public Schools and Vocational Education supervise publicly-conducted schools, while the Bureau of Private Schools supervises private universities, colleges and schools with regard to curricula, grounds, buildings, library facilities, equipment and qualifications of teachers.

Educational policies and standard are determined by the Board of National Education in the light of national economic and development plans.

The Department of Education is responsible for the national administration of these policies and standards, but it has direct control over public general and vocational schools on the elementary and secondary levels, including national schools offering college degrees in teaching.

3. Technical Education

Organization and Administration

State technical colleges and universities are covered by separate charters and governed by their respective boards of trustees, but to insure consistency in policies and standards the Secretary of Education acts as chairman of these boards.

A special Economic Development Foundation (E.D.F.), which exists to foster co-operation between the technical education authorities and industry, was established in 1964. To set up the framework for its training programme, E.D.F. spent its first few months surveying the requirements of private industry and looking into the courses and facilities available within the Philippines and being offered by foreign organizations. It then developed courses designed to fill the gaps.

Types of Institutions and Courses

There are 14 State art, trade and teacher-training colleges and universities but the bulk of tertiary enrolment is in the private sector, including 25 universities and 434 colleges.

Although only the University of the Philippines provides a full range of science and engineering degrees, most of the remaining universities also provide one or more of these courses.

Courses available at both private and State colleges include teacher-training, business administration, engineering, nursing, pharmacy, agriculture, chemistry, dentistry and optometry, as well as a wide variety of courses in humanities.

Trade courses are conducted by the Department of Education in conjunction with apprenticeship training, but there are also national schools of arts and trades, fishery schools and agricultural schools, all of which enrol students at the secondary and post-secondary levels.

Formal course for semi-skilled workers are offered in national schools of arts and trades, and in State colleges.

Arrangements for Technical Teacher Training

There are no organized facilities available for the specific training of technical teachers. Some have received normal teacher-training but for the most part technical teachers rely either on their own experience or on an interchange of experience and ideas with their colleagues.

4. Apprenticeship

Formal apprentice training as a joint undertaking of both industry and the Government is a relatively new activity in the Philippines. Under the apprenticeship scheme, the individual employer takes care of providing on-the-job training and practical experience, while the Government is responsible for related classroom instruction or the theoretical phase of training. The law which made possible the initiation of this training concept in the Philippines is the National Apprenticeship Act of 1957 (Republic Act No. 1826, as amended by Republic Act No. 2628). The original law was passed on June 22, 1957, while the amending measure was approved on June,18, 1960.

Under the provisions of the law, responsibility for apprenticeship in the Philippines rests principally with three entities: the National Apprenticeship Council, the Office of Apprenticeship of the Department of Labour, and the Department of Education. The Council promulgates major policies, rules and regulations in implementation of the apprenticeship law. The Office of Apprenticeship is responsible for securing the acceptance by management and labor of the concept of apprenticeship envisaged by the law, for assisting employers and workers in organizing appropriate apprenticeship programmes, and for supervising the general operation of duly organized programmes. The Department of Education, through its Bureau of Vocational Education, is in charge of related and supplementary classroom instruction. Other Government agencies share responsibilities under the law, though to a lesser degree—the Department of Health provides free physical examination to apprentice-applicants, and the Office of Manpower Services of the Department of Labour administers aptitude tests to said applicants.

Apprenticeship programmes should be organized voluntarily by employers or in collaboration with the workers in the establishments concerned. Workers should also voluntarily submit themselves to apprentice training.

No workman may become an apprentice unless he is at least 16 years of age, has completed the high school course, is physically fit and has demonstrated his aptitude for the work of the trade in which his apprenticeship is being considered.

The Council has declared many trades apprenticeable for the benefit of employers who may wish to organize apprenticeship programmes in their firms, but so far most of the 275 establishments which have registered apprenticeship programmes to date have concentrated on textile, service, machine and printing trades. No trade is considered apprenticeable, however, if it takes less than 2,000 hours to learn on the job.

All apprentices must complete the required number of hours of on-the-job training (the exact length of training varies with the complexity of the trade concerned) plus at least 100 hours of related classroom instruction for every year of apprenticeship. At the end of the course, each apprentice must sit for a final examination relating to his classroom work, and in addition, his on-the-job record is assessed by his journeymen instructors. Provided both aspects of his training have been satisfactory, the apprentice is given a certificate of completion of apprenticeship by the Office of Apprenticeship. Apprentices receive graduated pay which reaches journeyman rates by the time of completion of training.

The Office of Apprenticeship undertakes continuing research on means of improving the work processes of apprenticeable trades and the Department of Education adjusts its curriculum to any changes which are produced in this way.

5. Accelerated Vocational Training

The Bureau of Vocational Education provides short opportunity courses in trade work for adults. The most common trades now being given are auto-mechanics, refrigeration, foundry, carpentry, printing, electronics and electricity. Courses run for approximately six months but this may be lengthened or shortened according to the aptitude and progress of the trainee.

Trades are usually divided into blocks. The trainee undertakes one block at a time and is awarded a certificate of proficiency for each completed block. On completion of all blocks for a particular trade the successful trainee is awarded a proficiency certificate.

About 80 per cent of the adults training in this way are already in employment when they start training and undertake the course as a means to advancement. The other 20 per cent who are unemployed at the start can look forward to certain employment on completion of the course.

6. In-industry Training

While the Economic Development Foundation has assumed the role of encouraging in-industry training, there is no organization which takes full responsibility in this area.

The training of apprentices is the only form of organized in-plant training available for developing normal skills. In small firms which cannot afford to establish formal training, many workers are up-graded as they acquire skill through exposure to relevant jobs.

Training within industry for supervisors is organized by the E.D.F. Through this body, supervisors may receive special twenty- to forty-hour courses in one or more of forty different supervisory subjects and between 1966 and 1963, 1,194 training programmes were presented to a total of 25,115 participants.

Residential training courses for Government executives and senior civil servants are conducted by the University of the Philippines Executive Academy and also by the Philippines Finance Academy. A few specialised training centres for junior and senior executives are conducted by private organizations, and on completion of these courses (which last from one to three months) each participant is awarded a certificate of merit.

Only a few of the larger establishments employ either full-time or part-time training officers. There are no formal facilities available for training these specialists.

7. National Planning for Vocational Training

No information available.